

Diversity *and* Childhood

Guidelines for Facilitators

Workshop with Children on LGBTI+ and gender diversity.

A participatory approach to prevent gender-based violence and promote a diversity welcoming environment

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1. Introduction

The traditional division of children into boys and girls –as the idea that heterosexual relationships are the “normal” ones– is still deeply ingrained into our society. The majority of children and young people self-identify into these two groups, which can lead to the marginalization of those who do not or are perceived not to. In fact, while schools should be a safe space for all, research repeatedly shows that LGBTI+ children and young people still face bullying at school because of who they are or how they are. On the other hand, it is crucial for all children and young people to learn and reflect on the full diversity of the world they live in. The main message is in line with human rights perspective: no one should be treated differently because of who they are or are perceived to be.

Education helps children and adults alike to avoid confusing gender identity with sexuality. The LGBTI+ label groups together people with non-straight sexual identities (lesbian, gay and bisexual), people who do not conform to their assigned gender and intersex people. The “+” is used to include other sexual and gender identities and expressions that go beyond the categories L, G, B, T and I.

Workshop objectives

This workshop has been developed with the aim of sensitizing and making children reflect on the diversity of gender identity, gender expression, sexual characteristics, and sexual orientation, promoting an atmosphere of acceptance and respect within any spaces where children and young people socialize. Although the goal is to challenge prejudices, it has been designed to ensure no one is made an example of or otherwise made to feel uncomfortable.

The workshop also aims to evaluate children’s perceptions, discourses, social representations, and practices towards LGTBI and gender non-conforming people. During the workshop, the observer should keep notes (see Observation Guidelines in the Annex IV).

Methods

This workshop is inspired by Theatre of the Oppressed, which was developed by Nobel Peace Prize nominee, Augusto Boal (1931-2009), throughout his career, starting in the '50s in Brazil and later in Argentina, Peru, Ecuador and France while in exile from the military dictatorship. Theatre of the Oppressed provides tools for people to explore collective struggles, analyse their history and present circumstances, and then experiment with inventing a new future together through theatre. In this sense, it is a powerful tool for social change. By allowing them to become participants in the theatre, instead of inactive spectators, the audience determines the outcome of the action, instead of the play being a static event that the audience merely watches and



absorbs. All over the world, it is used for social and political activism, conflict resolution, and community building.

The core part of the workshop are dramatizations of short scenarios. These dramatizations (and the following discussions) allow to explore the participants' perceptions and attitudes, as well as to enable reflection on how injustice affects people and what can be done to fight it. It uses two of the most effective forms of active learning: role play exercises and open forum discussions, so that it encourages children and young people to really understand the experiences and opinions of their peers and to come up with positive solutions to areas of conflict.

Workshop organization

The workshop has a duration of 4 hours, including a 20 minute break.

Although it is possible to do it in larger groups, we suggest 15 participants at a time. Larger groups may not only be more difficult to handle but would probably require additional time to ensure that everyone can participate and feel listened to.

When possible, especially with young children, it may be wise to divide the workshop into 2 different sessions, since it could be difficult to get them engaged and focused during such a long period of time, even if there is a break in the middle. We also recommend doing the same with large groups. This option for the workshop would take up a total of 5 hours (2 sessions, 2 h 30 min each).

If you are working with a large group or if the facilitator is not experienced in working with children, we recommend having 2 facilitators (or one facilitator with one assistant/observer). Sharing the task between two people allows to easily notice any sign (e.g. body language) of distress among participants, so that they can be carefully addressed (e.g. detecting someone is hesitant to talk and making space for everyone to participate).

Ages

The workshop was initially designed to work with youths 12-18 y.o., but it can be easily adapted for younger children, following the same scheme and leading the discussion in an age-appropriate manner. However, we recommend that participants in your workshop are in the same age group (e.g. 6-7; 8-9; 10-12; 13-15; 16-18).



In the following pages, you will find some guidelines for the development of the workshop. They should be considered as a structuring aid and NOT as a strict rule. You may need to adapt some issues so that they work in your own context.

Ethical issues

Be aware of the ethical issues involved when working with children:

- You will probably need to get a written consent from the parents or guardians for their children to attend the workshop (a template for an introductory letter is provided in Annex I). If the workshop is being used to get data on children's perceptions, discourses, social representations and practices towards LGBTI and gender non-conforming people, we consider it highly relevant to count with children's consent in any kind of way, either orally or with a signed consent even if there is not a legal obligation to do so (see a proposal model in Annex II).
- Consider and respect children's feelings, experiences and opinions.
- Pay attention to children's behaviour to identify possible issues.
- Recognize children's rights and values.
- Be inclusive.
- Identify potential risks of harm. If you suspect that a child might be at risk of harm, the activity must be stopped until that child's safety is secured.



2.Guidelines for Facilitators

Workshop's structure

The following table shows an overview of the workshop's structure.

Time	Activity	Objectives	Material
15 min.	Presentation	Inform participants about the workshop, its duration and that they might leave at any time.	Informed Consent for each participant (if applied, orally)
20 min.	Breaking the ice	Break the ice between participants. Explore different identifications.	Portrait pictures (Annex 5) Blank cards
30 min.	Generating a "safe space"	Develop the group norms and space rules.	Flipchart or chalkboard
35 min.	I have a crush...	Explore ideas and attitudes and reflect on same-sex sexual orientation.	Written scripts Flipchart or chalkboard
20 min.	Break	Prepare the next scene	



35 min.	Gender expression	Explore ideas and attitudes and reflect on gender roles, gender expression and identity.	Clothes and costumes Written scripts Flipchart or chalkboard
55 min.	Group work dynamics	Debate over different aspects of non-normative behaviour.	Prepared questions Post-its and Flipchart to place them.
15 min.	Keywords dynamics	Summarize workshop's learnings.	Flipchart or chalkboard
15 min.	Closing the Workshop and evaluation	Conclude relevant issues of the Workshop. Evaluate the Workshop.	Flipchart or chalkboard Questionnaires (Attached model of questionnaire)

3. Before the workshop

- The best way to recruit participants depends on each context. Approaching schools or other places where informal training or leisure activities take place can be a good idea.
- Ensure the compliance of consent forms by parents, consent to use image and/or recording (in case you intend to take pictures or videotape and use these images afterwards), and any other legal issue that is required in your context.
- Make sure the space is suitable. It should be a quiet place with good lighting. You'll need enough space to allow forming a circle with participants.



- Try to schedule the workshop at a time when people are most energetic and fresh, say early mornings. A workshop which begins just after lunch is probably not a good idea.
- Although it is probably not the best idea, it might be the case that you'll have teachers or other adults in the room. In this case, try to have a conversation beforehand, so that you negotiate how they are going to participate (or not). Make sure they understand the workshop is not about evaluating the participants' knowledge (not their teachers) and they should not interrupt or correct what the participants say.

4. During the workshop

- It is assumed that the participants are not meeting for the first time. If they are, spend some time for group-formation, using some Warm-up activities (you can find plenty on the Internet and choose what seems more suitable to your context, but do not hesitate to ask if you need any advice).
- The default seating arrangement for each activity is a circle. Ensure that the circle does not become a U or is broken with vacant spaces. Working in a circle reinforces the feeling of community work.
- Be seated at the same or lower level as the participants –everyone preferably on the floor. This practice reduces the dissymmetry between facilitator/adult and participants/children. If some participants have a disability, and they cannot sit on the floor, acknowledge that and encourage them to sit comfortably as they prefer.
- Theatre of the Oppressed is an effective tool to bring social change, but it requires continuous reflection. Encourage participants to write down (or draw) what they feel during the time of the workshops. Do make it clear that their notes are personal, and it is up to them if they want to share them. If they do not feel like writing or drawing, respect that choice.
- Sometimes it is interesting to record or videotape the workshop, even if there is a risk that it makes kids more self-aware if there is a camera in the room. If you decide to do so, the consent form must reflect this possibility .

5. Activities

Activity 1: Presentation

Rationale: Introducing the workshop and the facilitators and engaging the participants into the workshop activities.

Duration: 15 min

Material: Informed consent copies (1 for each participant)

- Begin the workshop by briefly introducing the workshop, yourself and the observer. Telling a bit about your own background and how you became involved with LGTBI+ issues may be a good idea to start building a trust relationship.
- Clearly explain that, although their participation is highly appreciated, it is not mandatory. Anyone can leave the room at any time. Also, state clearly that you may use what is said in the workshop for the research purposes, but you will never tell anyone outside the workshop (and this includes their teachers and parents) who said anything (confidentiality).
- Present the informed consent document, give a copy to each participant, and allow them to read it. Ask if they have any questions. Despite in most contexts the informed consents by children are not mandatory, it is a good idea to use them as a means of building trust and acknowledge their rights and agency.



Activity 2: Breaking the ice

Rationale: Getting to know a little more about the others, acknowledging and welcoming the diversity within the group and making everyone relaxed and comfortable.

Duration: 20 min

Material: Portrait pictures (see Annex 5)

Blank cards

Markers or pencils

- Give each participant one blank card. Show numbered pictures and then place them on the floor. Ask participants to choose which of the pictures they most identify with, and to write on their card the correspondent number.
- Ask them to explain their selection (not in an order, everyone speaks when they are ready).

Activity 3: Creating a “safe space”

Rationale: Setting a few premises that allow participants to feel engaged in the workshop and building a non-judgmental, welcoming learning environment where questioning and change are possible.

Duration: 30 min

Material: Flipchart or chalkboard

- Start by explaining what a “safe space” is, as a space free of judgment where everyone can bring their identity, express thoughts and feelings, and which is continuously created by the participants.
- Ask every participant to say and complete the sentence: **“For a safe space, I need...”**
- While they respond (not in an order, everyone speaks when they are ready), write their words on a board. You might ask to explain the meaning of what they have expressed so that the whole group has a clear understanding of everyone’s perspective.
- Bring the group’s attention to the whole set of answers, make a synthesis and ask for the agreement of the group.
- It may be a good idea to keep these answers (having the poster on the wall if you use a flipchart or not erasing the words on the chalkboard throughout the workshop) as a common framework for the group and go back to them if needed for evaluating how the group is functioning. Asking the participants to sign it will make clear not only that they have understood it but also their commitment to generate the safe space.

Activity 4: I have a crush...

Rationale: Exploring attitudes to same-sex relationships and questioning prejudices.

Duration: 35 min

Material: Written scripts

Flipchart or chalkboard.

The scenario script printed on a paper (once more, feel free to adapt if needed)

- Explain participants that, in the following activities, some volunteers will be needed to start the action. Explain also that all participants are going to have the opportunity to participate and take part in the exercise.
- Ask for two volunteers for the performance of the first scenario.
- Give each of them a piece of paper with the script (the one playing the part of A should be a boy –or a girl acting as a boy– in the first acting).

Script

A is meeting his friend B. They have known each other since they were little kids, and are used to sharing with each other their thoughts, joys and worries. B has had several dates and is now in a relationship with a classmate, while A has never had one. Since some weeks ago, A is having strong feelings for somebody, but he is unsure about telling B. They have never discussed same-sex relationships, and A fears about B's reaction.

A: I think I have a crush on someone...

B: Do you? Who is she?



A: Mmmmm

B: Come on, tell me, I won't tell anyone!

A: Angela's brother, the one with the red hair.

B: You must be kidding! He is a boy!

A: And so what?

B: Come on, don't tell me you are a fag!

- Explain to the volunteers that the script is only a first guide, and encourage them to improvise.
- After the first performance, tell the group that the scenario is going to be performed again but this time anyone can stop the play at any moment by saying "Stop!" if they see an injustice, and they have a way to stop this injustice. The one that says "Stop!" can either take the place of any of the actors or ask a specific actor to change his/her lines and say or do something different this time. Alternatively, you can ask at the end of the acting "which other reaction could be possible in this interaction?"
- Ask for two more participants to act the same scenario but this time "A" should be a girl.
- Encourage participants to share their thoughts on "what could have been done differently".
- Start the discussion on emotions by asking those that have acted the scenario how they have felt, but also ask those who were the "audience". Use the flipchart/chalkboard to write down keywords of what everyone says and highlight ideas that emerge from the discussion (such as empathy, rights, hurt, stereotypes, etc.)
- The following questions can help you in the group discussion:
 - o Do you think this scene or something similar could have happened in your environment? Why?
 - o Do you think that if some of your classmates had a relationship with a same-sex person, they would hide it? Why?
 - o How would your other classmates react if they learnt something like that?
 - o Is it different for boys and for girls? Why?
 - o Do you think this is changing nowadays? In which ways?
 - o Should it change? In which ways?



Break

- Before the break, ask for a volunteer to be the main character of the next scene (you can joke by saying “who wants to be a star in the next show?”).
- During the break, this person is to be dressed up with accessories that do not correspond to his/her sex/perceived gender. (This process has to be done with care, so that it feels like a game or something fun).

Activity 5: Gender expression (45 min)

Rationale: Reflecting on gender expression and questioning gender norms. Sensitize about bullying, diversity and respect.

Duration: 45 min

Material: Some clothes and accessories that are usually read as clearly feminine or masculine, such as a skirt, a pink or flower pattern jacket/foulard; a baseball jacket/cap, etc

Flipchart or chalkboard.

The scenario script printed on a paper (once more, feel free to adapt if needed)

- Along with the main character, three more volunteers are needed for this scene.
- Arrange the setting by using at least 4 desks or chairs and setting them as a classroom (three of them one next to the other, and the fourth one at some distance).
- Give the volunteers the script:

Script

A does not feel comfortable with her/himself dressing and acting as everyone expects her/him to. In fact, A dislikes the things he/she is supposed to like (sports, “boyish” stuff/ the YouTubers other girls like, etc). He/she struggles every morning when getting dressed. A fears that the way he/she likes to dress would be a cause of bullying at school. But today, A is in a very good mood, and has decided to wear what he/she really feels like. The other characters (B, C and D) haven’t noted anything until today. When they see A, they are very surprised. The three of them are sitting at their desks when A shows up and sits at a desk nearby. A is moving and dressed in a fashion that is usually identified as for the opposite sex.

B (whispering): What?!!!! Look at that!



C (giggling): Where the hell this comes from? Is it Carnival?

D (outloud): Wow, look what a dude/lady!

A (stands up and moves to a farer desk while whispering): Shut up, stupid!

- Proceed as in Activity 4:

After the first performance, tell the group that the scenario is going to be performed again but this time anyone can stop the play at any moment by saying “Stop!” if they see an injustice, and they have a way to stop this injustice. The one that says “Stop!” can either take the place of any of the actors or ask a specific actor to change his lines and say or do something different this time. Alternatively, you can ask at the end of the acting “which other reaction could be possible in this interaction?”

- Ask the group whether they have witnessed a similar situation, and which were the reactions on that occasion.
- Some further questions that could help to dynamize the following discussion might be:
 - o How do people think that a girl or a boy should dress or act?
 - o What do you think about these norms? How do you think they are reproduced?
 - o What should we do with these norms?
 - o Why do you think we believe this is “normal”?
 - o How do you feel when you see people who are different? Why do you think that is?
 - o How do you think it feels not to be “inside the norm”?

Activity 6: Group work dynamics

Rationale: Deeper reflecting on gender issues, questioning the binary heteronormative frame.

Duration: 45 min

Material: Post-its or cards with questions

Flipchart or chalkboard

- Invite the participants to form groups of 3-4 people. Provide a different set of questions in cards or post-its and invite them to choose one question at a time and to speak about their thoughts and feelings. Go through the different groups to see if anybody needs clarification of the questions or dynamics of the exercise.

Questions (depending on the context and/or the age of participants, you might need to adapt or delete the questions on 'sex'):

- **Gender Identity:**
 - What do you think is the ideal woman or man?
 - Do you think boys and girls are different? Why?
 - What makes someone 'female' or 'male'?
 - Have you ever seen people who are not totally 'female' or 'male'?
 - Can people feel both female and male, or neither?
- **Gender Expression:**
 - What are the common forms of expressing femininity/masculinity?
 - Are there expressions of femininity or masculinity that make people uncomfortable?
 - Have you ever felt uncomfortable with any forms of femininity or masculinity you have seen?
 - What happened in these situations? Is there anything that should be



changed?

- **Affection /Sexual Orientation/Love:**
 - What is love? (What is sex?)
 - Are there any forms of love that make people (/make you) uncomfortable? Why do you think people feel uncomfortable with some expressions of love?
 - What happens in these situations? What should be changed?
 - Do you think two women or two men can be a family? Do you think they can have children? What about getting married? Why?

- Ask each group to share with the rest of participants the main points of their discussion. Use the flipchart or chalkboard to write down the main ideas of each of them. After each group finishes their explanations, ask if anyone else wants to comment on what they have said.
- Finally, summarize the main points of the discussion, providing factual information that apply (e.g. if in your country same-sex marriage is legally allowed, let them know since when).
- Be prepared to counteract prejudices by sharing research results at the end of the activity (f.i., it is true that, in some contexts, gay and trans people present higher indexes of mental health issues, but research shows that it is due to what is called “minority stress”, that is high levels of stress faced by members of stigmatized minority groups).



Activity 7: Keywords dynamics

Rationale: Recapping and recalling the essential points of the workshop.

Duration: 15 min

Material: Flipchart or chalkboard

- Ask each participant to write down a word that summarizes what they have learnt in the workshop.
- When everyone is ready, ask them to share what they wrote and write it down on the flipchart or chalkboard.
- Make questions if needed to clarify.



Activity 8: Closing the Workshop and evaluation

Rationale: Evaluating the workshop itself but also allowing participants to self-evaluate what they have learnt from it.

Duration: 15 min

Material: Flipchart or chalkboard

Assessment questionnaires of the workshop

- Together with the whole group, make a summary of the issues addressed in the workshop, writing down the main ideas on the flipchart or chalkboard.
- Ask the participants to fill in the questionnaire (see proposal in Annex III)
- Do not forget to thank them for their participation.

7. Annexes

Annex 1: Proposal of informed consent for parents/guardians

In many countries, schools are required to obtain consent from parents for pupils to participate in any activity outside the academic curriculum, even if they take place during school hours.

Most schools and other young people's establishments have a standard form to collect permission from parents/guardians so that their children may participate in activities outside the school curriculum. They may include information about insurance coverage and other issues (such as what to do in the event of a medical emergency) according to the institution policy and legal frame. If you organise the workshop with a school or other organisation, we recommend to adapt their consent forms for the workshop.

In any case, it is recommended to prepare a letter informing parents/guardians of the workshop in advance. Although which is the best way to present it will depend on the context, here is a short template that may be helpful.

Dear parent(s)/guardian,

On **<insert date>**, there will be a workshop on Gender & Diversity conducted in **<insert name of the school or facility>**, addressed to children **<insert age range>**. It was developed as part of the project "DIVERSITY AND CHILDHOOD: Changing social attitudes towards gender diversity in children across Europe" funded by the European Union.

The aims of the activity are both sensitizing and evaluating children's perceptions, discourses, social representations and practices towards LGBTI and gender non-conforming people across Europe.

If you wish for your child/student to participate in the activity, please complete this consent form and return it to: **<Insert name of contact person and contact details>**

For further information about the activity, please contact **<name of contact person >** on **<insert telephone number and email>**.

Yours sincerely



Annex 2: Proposal of informed consent for children

We are doing a research study about how people see different forms of love and relationships. A research study is a way to learn more about people.

If you decide that you want to be part of this study, you will be asked about love and relationships. The workshop will take 4 hours.

When we are finished with this study, we will write a report about what was learned.

Can you help us?

You should know:

- Your parents know you are participating in the study.
- You can freely express your views:
 - The report will not include your name.
 - Nobody outside the activity will know what you have said.
 - Your parents will not know what you have said in the activity.
- You do not have to be in this study if you do not want to be.
- You can leave at any time.

If you want to be in this study, please sign your name.

I, _____, want to be in this research study.

(Signature)

(Date)



Annex 3: Proposal of assessment questionnaire

Please indicate your level of agreement on each of the following statements:

The workshop has met my expectations:

1 2 3 4 5

I have found its content interesting and motivating:

1 2 3 4 5

I have been treated with care and respect by the participants

1 2 3 4 5

I have been treated with care and respect by the facilitator

1 2 3 4 5

The person who conducted the workshop has been able to maintain interest and encourage participation

1 2 3 4 5

In this workshop, I have learnt some new things about gender



1 2 3 4 5

If your answer to this last statement is 3 or below, could you please explain why?

Please answer the following questions:

- What did you like the most?

- What would you change?



Annex 4: Proposal of observation guidelines

General Indicators

- # of Workshops / # Participants (attendance list).
- Participants' evaluation questionnaires.
- Relevant or unusual body language expressions and your interpretation of those expressions.
- Reflect on the aspects that facilitate the participation or make it difficult (like sex/gender positions, situation, surroundings...).

Specific Indicators for each Activity

Activity 1: Presentation	
Summary: Presentation of the workshop and personal consent	
Use some adjectives to describe your perceived atmosphere. Write down examples of the questions that have been asked.	
Indicate if the instructions and the consent form are understood by participants. Write down examples of the questions that have been asked.	
# of participant abandoning the activity.	
Activity 2: Breaking the ice	
Summary: Each participant chooses a photography with which she/he identifies and justifies her/his election.	
# of participants identifying with each picture.	
Which aspects related with gender identity, sexual orientation or gender expression are associated with each picture.	



<p>Annotate the main arguments or adjectives used to explain the selection of the photography.</p>	
<p>Activity 3: Creating a “safe space” Summary: The facilitator explains what a safe place is and asks participants for their understanding of safe place</p>	
<p>Write down the words participants use to define the space as “safe”. Mark the words that are excluded from the “safe place”.</p>	
<p>Indicate the tensions emerging in the definition of a “safe place” (e.g. between “free speech” and “personal respect”).</p>	
<p>Write down your impressions on how different participants define “safe space”.</p>	
<p>Activity 4: I have a crush... Summary: Role-playing on same-sex relationships. Participants can “stop” the performance, take the position of an actor and discuss possible alternatives. Discussion on the emotions raised by the role-playing.</p>	
<p>Appreciation of the readiness to volunteer in the activity.</p>	
<p>Notes on improvisations performed by the participants.</p>	
<p>Actions that are “stopped”.</p>	
<p>Alternative reactions considered by participants.</p>	



Emotions raised by different actions: words used, words removed, discussions.	
Arguments used when answering questions about the activity.	
General atmosphere of the event and reactions of the audience to the role-playing.	
Activity 5: Gender expression Summary: Role playing with clothes and accessories typically read as feminine or masculine.	
Level of understanding of the activity. Appreciation of the readiness to volunteer in the activity.	
Reaction of the participants during the process of dressing up (comfortable, nervous...).	
Performance and differences between A, B, C and D (if it seems "natural", reactions,..).	
Comments of participants A, B, C and D after the performance.	
Reaction of the audience to A, B, C and D, and to how D is dressed up.	
Actions that are "stopped".	



Alternative reactions considered by participants.	
Emotions raised by different actions: words used, words removed, discussions.	
Arguments used when answering questions about the activity. General atmosphere of the event and reactions of the audience to the role-playing (giggling, astonishment, uneasiness, shame...)	
Activity 6: Group work dynamics Summary: Group discussion on gender identity, gender expression and affective/sexual orientation.	
Main points of the discussion.	
Agreements and disagreements.	
Activity 7: Keywords dynamics: Summary: Recapping and recalling the essential points of the workshop.	
Set of words summarizing what has been learned.	
Agreements and disagreements on the words used.	
General atmosphere of the group	
Activity 8: Closing the Workshop and evaluation Summary: Questionnaire and summary of the issues addressed.	



Summary of the issues addressed.	
Personal perception of the workshop by the facilitator.	
General evaluation of how the workshop has been managed and the conditions in which has been carried out (environment, institution, facilitating and conflicting factors,..).	



Annex 5: Proposal pictures for Activity 2



Photo by [Clem Onoieghuo](#) on [Unsplash](#)



Photo by Tuấn Kiệt Jr



Photo by Kevi_Snyman

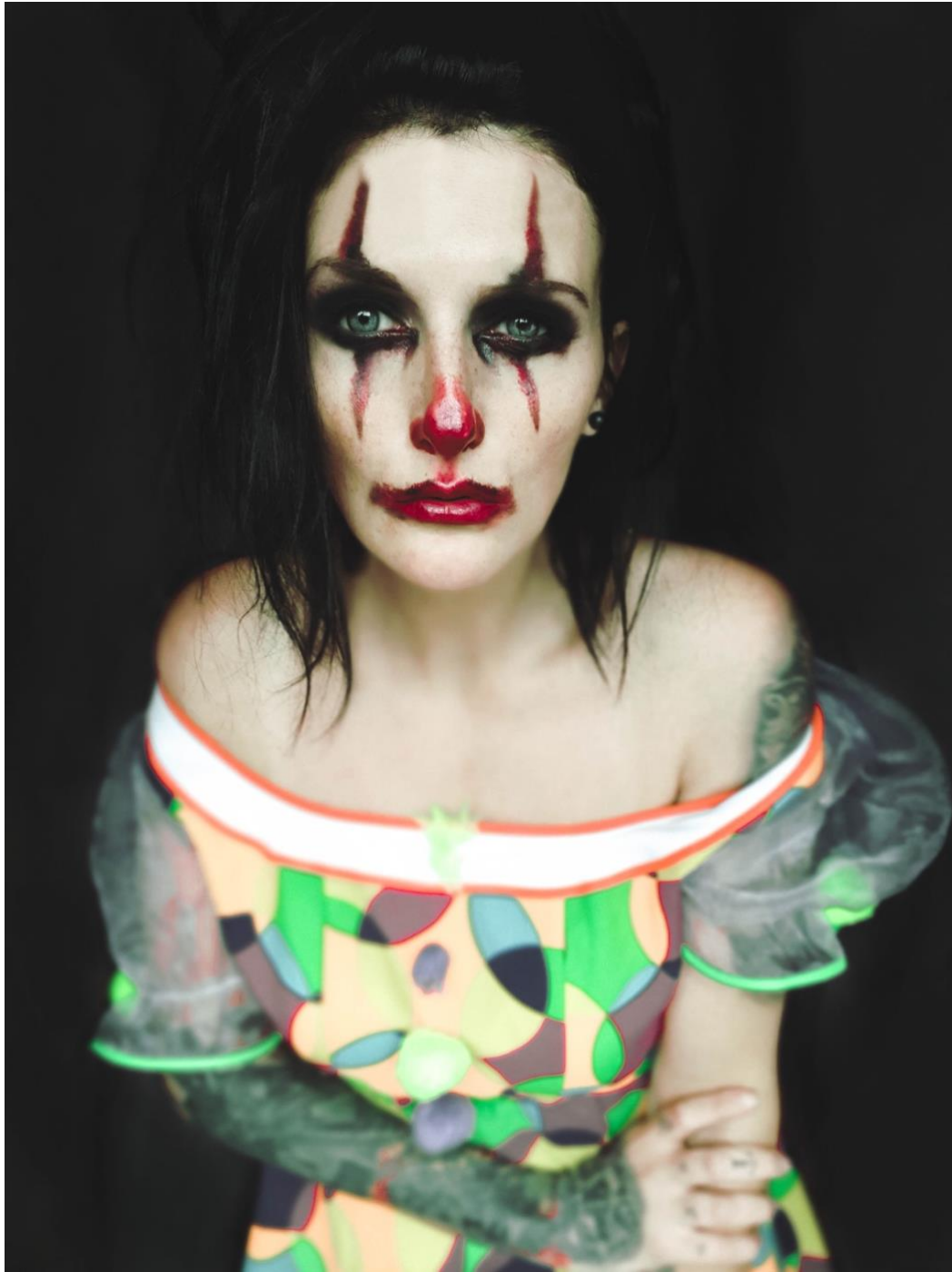


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